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# South Dakota Alternate Academic Content and Achievement Standards

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## Social Studies Summary



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# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies Grade K**

### **U.S. HISTORY**

**Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

*Note: Mastery is not expected at this grade level.*

### **WORLD HISTORY**

**Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

*Note: Mastery is not expected at this grade level.*

### **GEOGRAPHY**

**Goal 3 – Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
K.G.1.1. Students are able to use map colors to recognize land and water.	K.A.G.1.1. Students are able to identify land on a map.
K.G.1.2. Students are able to compare the	K.A.G.1.2. Students are able to identify a

globe and a map as models of the Earth.	globe.
K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.	K.A.G.1.3. Students are able to identify two areas within their classroom.

**Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.**

*Note: Mastery is not expected at this grade level.*

### **South Dakota Kindergarten Geography Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify land or water on a map.</li> <li>• Develop a model of a globe.</li> <li>• Identify three areas within the classroom.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify land on a map.</li> <li>• Identify the globe.</li> <li>• Identify two areas within the classroom.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore the map.</li> <li>• Identify objects that have the same shape as a globe.</li> <li>• Identify personal area within the classroom.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to a presentation about maps.</li> <li>• Explore the globe.</li> <li>• Explore the classroom.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **CIVICS (GOVERNMENT)**

**Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

*Note: Mastery is not expected at this grade level.*

## ECONOMICS

**Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

General Education Standards	Alternate Content Standards
K.E.1.1. Students are able to identify occupations with simple descriptions of work.	K.A.E.1.1. Students are able to identify one occupation.
K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).	K.A.E.1.2. Students are able to identify a basic need or want.
K.E.1.3. Students are able to describe the role of money in everyday life.	K.A.E.1.3. Students are able to identify one object that requires money for purchase.

### South Dakota Kindergarten Economics Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Identify two occupations.</li> <li>Discriminate between a want and a need.</li> <li>Identify two objects that require money for purchase.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Identify one occupation.</li> <li>Identify a basic need or want.</li> <li>Identify one object that requires money for purchase.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Distinguish between an occupation and a leisure activity.</li> <li>Indicate an immediate need.</li> <li>Distinguish between money and other objects.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Respond to representation of an occupation.</li> <li>Respond to a cue for a specific need.</li> <li>Respond to a story/presentation about money.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 1<sup>st</sup> Grade**

### **U.S. History**

**Goal 1: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.	1.A.US.1.1. Students are able to recognize a physical change in a person over time.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
1.US.2.1. Students are able to connect people and events honored in commemorative holidays.	1.A.US.2.1. Students are able to recognize one commemorative holiday.

### **South Dakota First Grade U.S. History Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"><li>• Create a picture timeline.</li><li>• Identify two commemorative holidays.</li></ul>
<b>Applying</b>	<ul style="list-style-type: none"><li>• Recognize a physical change in a person over time.</li><li>• Recognize one commemorative holiday.</li></ul>
<b>Developing</b>	<ul style="list-style-type: none"><li>• Explore depictions of changes over time.</li><li>• Explore depictions of commemorative holidays.</li></ul>
<b>Introducing</b>	<ul style="list-style-type: none"><li>• Attend to a story/presentation about changes over time.</li><li>• Attend to a story/presentation about commemorative holidays.</li></ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.

<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## WORLD HISTORY

**Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

*Note: Mastery is not expected at this grade level.*

## Geography

**Goal 3: Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.	1.A.G.1.1. Students are able to recognize a map key on simple map.
1.G.1.2. Students are able to use a picture map to locate an address.	1.A.G.1.2. Students are able to recognize depictions on a picture map.
1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.	1.A.G.1.3. Students are able to identify land and water on a map.

**Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.**

*Note: Mastery is not expected at this grade level.*

## South Dakota First Grade Geography Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify one symbol (using a map key) on a simple map.</li> <li>• Locate a specific picture on a picture map.</li> <li>• Identify a large body of water as an ocean on a world map.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Recognize a map key on a simple map.</li> <li>• Recognize depictions on a picture map.</li> <li>• Identify land and water on a map.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore a map key on a simple map.</li> <li>• Explore a picture map.</li> <li>• Recognize land or water on a map.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to a story/presentation about different items on a map key.</li> <li>• Respond to a story/presentation about different depictions on a map.</li> <li>• Tactilely explore depictions of land and water masses.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **Civics (Government)**

**Goal 4: Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
1.C.1.1. Students are able to identify American symbols and landmarks.	1.A.C.1.1. Students are able to identify the flag as an American symbol.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
1.C.2.1. Students are able to list rules in different groups for different situations.	1.A.C.2.1. Students are able to communicate two school rules.
1.C.2.2. Students are able to identify the attributes of good citizenship.	1.A.C.2.2. Students are able to communicate what it means to be a good citizen/friend.

**South Dakota First Grade Civics (Government) Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"><li>• Identify two American symbols.</li><li>• Recognize the importance of school rules.</li><li>• Recognize the importance of being a good citizen/friend.</li></ul>
<b>Applying</b>	<ul style="list-style-type: none"><li>• Identify the flag as an American symbol.</li><li>• Communicate two school rules.</li><li>• Communicate what it means to be a good citizen/friend.</li></ul>
<b>Developing</b>	<ul style="list-style-type: none"><li>• Identify the American flag.</li><li>• Communicate one school rule.</li><li>• Demonstrate what it means to be a good citizen/friend.</li></ul>
<b>Introducing</b>	<ul style="list-style-type: none"><li>• Attend/respond to a story/presentation about the American flag.</li><li>• Attend to a story/presentation about rules.</li><li>• Respond to a story/presentation about being a good citizen/friend.</li></ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **Economics**

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
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1.E.1.1. Students are able to define goods and services.	1.A.E.1.1. Students are able to identify one service.
1.E.1.2. Students are able to explain choices families have to make when buying goods and services.	1.A.E.1.2. Students are able to indicate purchases made in a story.

### **South Dakota First Grade Economics Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Discriminate between a good and a service.</li> <li>• Participate in activities involving making choices about purchases.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify one service.</li> <li>• Indicate purchases made in a story.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify one good.</li> <li>• Attend to a story/presentation about making purchases.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend to a story/presentation about goods and services.</li> <li>• Attend to a story/presentation about making choices.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 2<sup>nd</sup> Grade**

### **U.S. History**

**Goal 1: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
2.US.1.1. Students are able to place important historical events in the order in which they occurred.	2.A.US.1.1. Students are able to place two events in order from past to present.
2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.	2.A.US.1.2. Students are able to identify two depictions/descriptions of transportation as either past or present.
2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.	2.A.US.1.3. Students are able to identify two depictions/descriptions of historical figures.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
2.US.2.1. Students are able to compare ways different cultures shared traditions.	2.A.US.2.1. Students are able to communicate one family tradition.

#### **South Dakota Second Grade U.S. History Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"><li>• Place three events in order from past to present.</li><li>• Identify three depictions/descriptions of transportation as either past or present.</li><li>• Identify three depictions/descriptions of historical figures.</li><li>• Communicate two family traditions.</li></ul>
<b>Applying</b>	<ul style="list-style-type: none"><li>• Place two events in order from past to present.</li><li>• Identify two depictions/descriptions of transportation as either past or present.</li><li>• Identify two depictions/descriptions of historical figures.</li><li>• Communicate one family tradition.</li></ul>
<b>Developing</b> <i>(continued)</i>	<ul style="list-style-type: none"><li>• Explore depictions/descriptions from the past and the present.</li><li>• Explore depictions/descriptions of transportation from the past to the</li></ul>

	present. • Explore depictions/descriptions of historical figures. • Explore depictions/descriptions of family traditions.
<b>Introducing</b>	• Attend to a story/presentation about historical events. • Attend to a story/presentation about changes in transportation over time. • Attend to a story/presentation about historical figures. • Attend to a story/presentation about family traditions.

## World History

**Goal 2: Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

General Education Standards	Alternate Content Standards
2.W.2.1. Students are able to compare holidays celebrated in different countries.	2.A.W.2.1. Students are able recognize one holiday celebrated in another country.

### South Dakota Second Grade World History Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	• Identify two holidays celebrated in different countries.
<b>Applying</b>	• Recognize one holiday celebrated in another country.
<b>Developing</b>	• Explore depictions of holidays celebrated in different countries.
<b>Introducing</b>	• Attend to a story/presentation about holidays celebrated in different countries.

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## Geography

**Goal 3: Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

General Education Standards	Alternate Content Standards
2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.	2.A.G.1.1. Students are able to locate two symbols using the map key/legend on an aerial map.
2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.	2.A.G.1.2. Students are able to recognize the compass rose on a map.

**Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.**

*Note: Mastery is not expected at this grade level.*

### South Dakota Second Grade Geography Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Locate three symbols using the map key/legend on an aerial map.</li> <li>Locate one or more directions on the compass rose.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Locate two symbols using the map key/legend on an aerial map.</li> <li>Recognize the compass rose on a map.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Explore an aerial map.</li> <li>Explore a handheld compass.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend to a story/presentation about a map.</li> <li>Attend to a story/presentation about a compass rose.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## Civics (Government)

**Goal 4: Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

General Education Standards	Alternate Content Standards
2.C.1.1. Students are able to explain the difference between rules and laws.	2.A.C.1.1. Students are able to communicate one law.
2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.	2.A.C.1.2. Students are able to communicate the importance of following the laws.
2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.	2.A.C.1.3. Students are able to recognize the roles of leaders in the school.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

General Education Standards	Alternate Content Standards
2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.	2.A.C.2.1. Students will participate in a class vote.

### South Dakota Second Grade Civics (Government) Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Name two laws.</li> <li>Communicate a consequence of not following laws.</li> <li>Recognize the roles of leaders in the community.</li> <li>Participate in the voting process to determine the majority rule.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Communicate one law.</li> <li>Communicate the importance of following laws.</li> <li>Recognize the roles of leaders in the school.</li> <li>Participate in a class vote.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Recognize the importance of one law.</li> <li>Recognize the importance of following laws.</li> <li>Recognize the roles of leaders in the school.</li> <li>Imitate the voting process.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Respond to a story/presentation about laws.</li> <li>Attend to a story/presentation about following laws.</li> <li>Respond to a story/presentation about leaders.</li> <li>Respond to a story/presentation about the voting process.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **Economics**

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.	2.A.E.1.1. Students are able to identify a resource.
2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.	2.A.E.1.2. Students are able to identify a necessary purchase.

### **South Dakota Second Grade Economics Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Participate in an activity about resources.</li> <li>• Participate in an activity about spending money.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify a resource.</li> <li>• Identify a necessary purchase.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Respond to a story/presentation about resources.</li> <li>• Respond to a story/presentation about spending money.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend to a story/presentation about resources.</li> <li>• Attend to a story/presentation about spending money.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.

<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 3<sup>rd</sup> Grade**

### **U.S. History**

**Goal 1: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.	3.A.US.1.1. Students are able to identify an obstacle of early settlers in creating communities.

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.US.2.1. Students are able to describe characteristics of a community.	3.A.US.2.1. Students are able to identify characteristics of a community.
3.US.2.2. Students are able to identify a community's culture and history.	3.A.US.2.2. Students will identify one event of a community's history.

### **South Dakota Third Grade U.S. History Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"><li>• Identify two obstacles settlers encountered in creating communities.</li><li>• Explain two or more characteristics of a community.</li><li>• Identify two or more events of a community's history.</li></ul>
<b>Applying</b>	<ul style="list-style-type: none"><li>• Identify an obstacle of early settlers in creating communities.</li><li>• Identify characteristics of a community.</li><li>• Identify one event of a community's history.</li></ul>
<b>Developing</b>	<ul style="list-style-type: none"><li>• Recognize an obstacle of early settlers in creating communities.</li><li>• Recognize the characteristics of a community.</li><li>• Recognize that a community has a history.</li></ul>
<b>Introducing</b>	<ul style="list-style-type: none"><li>• Recognize an early settler.</li><li>• Respond to a presentation about a community.</li><li>• Attend to a presentation on a community's history.</li></ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings



	without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## World History

**Goal 2: Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.W.1.1. Students are able to identify events as past or present.	3.A.W.1.1. Students are able to identify one event as past or present.

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.W.2.1. Students are able to list the reasons why people immigrate.	3.A.W.2.1. Students are able to identify one reason why people immigrate.

### South Dakota Third Grade World History Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Illustrate one past event and one present event.</li> <li>• Discuss one reason why people immigrate</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify one event as past or present.</li> <li>• Identify one reason why people immigrate.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize an event as past or present.</li> <li>• recognize a reason why people immigrate</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to presentation on past and present</li> <li>• Attend/respond to presentation on immigration.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.

<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## Geography

**Goal 3: Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.G.1.1. Students are able to identify and use map components.	3.A.G.1.1. Student will label the directions on the compass rose and the symbols on the map key.
3.G.1.2. Students are able to identify locations in a community by using grid systems.	3.A.G.1.2. Students are able to identify locations on a map.
3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.	3.A.G.1.3. Students are able to locate the continents and the oceans.

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.G.2.1. Students are able to identify reasons people move and how it affects their communities.	3.A.G.2.1. Students will identify why people move.

### South Dakota Third Grade Geography Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of the compass rose to determine direction from a given location.</li> <li>• Create a map using a grid system.</li> <li>• Match continents and oceans with correct names.</li> <li>• Explain why people move.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Label the directions on the compass rose and the symbols on the map key.</li> <li>• Identify locations on a map.</li> <li>• Locate the continents and oceans.</li> <li>• Identify why people move.</li> </ul>

<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify a compass rose and map key</li> <li>• Identify a specific location on a map</li> <li>• Identify a continent and an ocean on a map</li> <li>• Recognize people do move</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Explore a compass rose and map key</li> <li>• Explore a map</li> <li>• Explore what a continent is and what an ocean is.</li> <li>• Respond to presentation about reasons people move</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **Civics (Government)**

**Goal 4: Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.C.1.1. Students are able to explain human relationships and roles in a community.	3.A.C.1.1. Students are able to identify human relationships and roles in a community.
3.C.1.2. Students are able to recognize government agencies and their roles in a community.	3.A.C.1.2. Students are able to recognize a government agency and its role.
3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.	3.A.C.1.3. Students will recognize that the Declaration Independence is an important document.
3.C.1.4. Students are able to explain why communities have rules and laws.	3.A.C.1.4. Students will identify a rule and a law.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.	3.A.C.2.1. Students will identify a citizen's responsibility in the community.

### South Dakota Third Grade Civics (Government) Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Demonstrate a role in the community</li> <li>• Explain a role of a government agency</li> <li>• Repeat “All men are created equal.”</li> <li>• Generate a rule and a law.</li> <li>• Demonstrate a citizen’s responsibility in a community.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify human relationships and roles in a community.</li> <li>• Recognize a government agency and its role.</li> <li>• Recognize that the Declaration Independence is an important document.</li> <li>• Identify a rule and a law.</li> <li>• Identify a citizen’s responsibility in the community.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore their role in the classroom.</li> <li>• Recognize a government agency.</li> <li>• Recognize the Declaration of Independence.</li> <li>• Identify a community law.</li> <li>• Identify a citizen’s responsibility.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend to a presentation about roles in the classroom.</li> <li>• Explore a government agency.</li> <li>• Respond to a presentation on the Declaration of Independence.</li> <li>• Identify classroom rule.</li> <li>• Attend to a presentation on citizens’ responsibilities.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## Economics

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.	3.A.E.1.1. Students are able to identify one human resource and two natural resources.
3.E.1.2. Students are able to identify goods and services available in the students' communities.	3.A.E.1.2. Students are able to identify a good and a service in a community.
3.E.1.3. Students are able to identify the relationships between taxation and government service.	3.A.E.1.3. Students are able to identify a government service supported by taxes.

### **South Dakota Third Grade Economics Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Differentiate between a human resource and a natural resource.</li> <li>• Differentiate between a good and service in community.</li> <li>• Give examples of services supported by taxes.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify one human resource and two natural resources.</li> <li>• Identify goods and services in a community.</li> <li>• Identify a government service supported by taxes.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize human and natural resources.</li> <li>• Recognize a good and a service.</li> <li>• Recognize a government service supported by taxes.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend to a presentation on citizens' responsibilities.</li> <li>• Respond to presentation about goods and services in a community.</li> <li>• Respond to presentation about government services supported by taxes.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 4<sup>th</sup> Grade**

### **U.S. HISTORY**

**Goal 1: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.	4.A.US.1.1. Students will recognize a factor affecting the growth of South Dakota.
4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.	4.A.US.1.2. Students are able to identify an environmental issue in South Dakota.

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.	4.A.US.2.1. Students will identify one event that impacted the development of South Dakota.
4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.	4.A.US.2.2. Students will recognize an event that led to the establishment of reservations in South Dakota.
4.US.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.	4.A.US.2.3. Students will identify a notable South Dakotan.

### **South Dakota Fourth Grade U.S. History Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"><li>• Recognize the different modes of transportation that affected the growth of South Dakota.</li><li>• Explain an environmental issue in South Dakota.</li><li>• Explain one event that impacted the development of South Dakota.</li><li>• Explain what a reservation is.</li><li>• Discuss a notable South Dakotan.</li></ul>

<b>Applying</b>	<ul style="list-style-type: none"> <li>• Recognize a factor affecting the growth of South Dakota.</li> <li>• Identify an environmental issue in South Dakota.</li> <li>• Identify one event that impacted the development of South Dakota.</li> <li>• Recognize an event that led to the establishment of reservations in South Dakota.</li> <li>• Identify a notable South Dakotan.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize that South Dakota has grown since we became a state.</li> <li>• Recognize an environmental issue in South Dakota.</li> <li>• Recognize one event that impacted the development of South Dakota.</li> <li>• Recognize that there are reservations in South Dakota.</li> <li>• Recognize a notable South Dakotan.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to presentation on the growth of South Dakota.</li> <li>• Attend/respond to presentation on environmental issues.</li> <li>• Attend/respond to presentation on a significant event that affected South Dakota's development.</li> <li>• Attend/respond to presentation on reservations in South Dakota.</li> <li>• Attend/respond to presentation on a notable South Dakotan.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## WORLD HISTORY

**Goal 2: Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.W.1.1. Students are able to describe how wars affected South Dakotans.	4.A.W.1.1. Students recognize that wars affected South Dakotans.

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities.	4.A.W.2.1. Students will identify one influence of European culture on a South Dakota community.

### **South Dakota Fourth Grade World History Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Discuss the affect the wars had on South Dakotans.</li> <li>Discuss one influence of European culture on a South Dakota</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Recognize that wars affected South Dakotans.</li> <li>Identify one influence of European culture on a South Dakota community.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Recognize one affect that wars had on South Dakotans.</li> <li>Recognize the influence of European culture on South Dakota community.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend/respond to presentation on wars that affected South Dakotans.</li> <li>Attend/respond to presentation on influence of European culture on South Dakota.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **GEOGRAPHY**

**Goal 3: Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.G.1.1. Students are able to compare regions of the United States to South Dakota. <ul style="list-style-type: none"> <li>Define regions as categorized by geographic location.</li> </ul>	4.A.G.1.1. Identify that South Dakota is part of a region



4.G.1.2. Students are able to locate major South Dakota geographical and political features: <ul style="list-style-type: none"> <li>• Locate the Missouri River.</li> <li>• Locate the Black Hills and Badlands.</li> <li>• Locate other important cities</li> </ul>	4.A.G.1.2. Students will identify two major South Dakota geographical features and the state capital.
4.G.1.3. Students are able to locate major United States political features. <ul style="list-style-type: none"> <li>• Locate 50 states and their capitals.</li> <li>• Locate Washington D.C.</li> </ul>	4.A.G.1.3. Students will identify border states and the capital of the United States

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.	4.A.G.2.1. Students will recognize how rivers affected the growth of South Dakota cities.

#### **South Dakota Fourth Grade Geography Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify that South Dakota is part of the Midwest</li> <li>• Locate two major South Dakota geographical features and the state capital.</li> <li>• Locate border states and the capital of the United States</li> <li>• Design a map showing the cities that grew along rivers.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify that South Dakota is part of a region</li> <li>• Identify two major South Dakota geographical features and the state capital.</li> <li>• identify border states and the capital of the United States</li> <li>• Recognize how rivers affected the growth of South Dakota cities.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify South Dakota on a map</li> <li>• Recognize the State capital</li> <li>• Recognize the Capital of the United States</li> <li>• Identify cities on a river</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Recognize a region</li> <li>• Recognize the Black Hills</li> <li>• Recognize that other states border South Dakota</li> <li>• Recognize a river</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one

	setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## CIVICS (GOVERNMENT)

**Goal 4: Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.	4.A.C.1.1. Students are able to identify a way the government provides for the needs of its citizens.
4.C.1.2. Students are able to describe key events related to South Dakota's entry into statehood.	4.A.C.1.2. Students will identify one event when South Dakota became a state.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.	4.A.C.2.1. Students will explore the responsibility of the right to vote.

### South Dakota Fourth Grade Civics (Government) Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Explain a way in which a government provides for the needs of its citizens.</li> <li>• Identify events when South Dakota became a state.</li> <li>• Demonstrate a right of a responsible citizen by voting.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify a way the government provides for the needs of its citizens.</li> <li>• Identify one event when South Dakota became a state.</li> <li>• Explore the responsibility of the right to vote.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize a way the government meets the needs of its citizens</li> <li>• Explore an event that led to South Dakota's statehood.</li> <li>• Recognize a right of a citizen.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attends to a presentation on the government meeting the needs of citizens by providing education.</li> <li>• Attend to a presentation on South Dakota becoming a state.</li> <li>• Recognize a right of a responsible citizen.</li> </ul>

### Continuum of frequency, setting, and support.

<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## ECONOMICS

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.	4.A.E.1.1. Students are able to recognize how South Dakotans' economic needs can be met.
4.E.1.2. Students are able to define profit and loss and explain how businesses take risks in order to make a profit.	4.A.E.1.2. Students are able to recognize profit and loss in a business.
4.E.1.3 Students are able to identify how government pays for the goods and services it provides.	4.A.E.1.3 N/A

### South Dakota Fourth Grade Economics Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Describe one economic recourse in South Dakota</li> <li>Differentiate between profit and loss</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Recognize how South Dakotans' economic needs can be met</li> <li>Recognize profit and loss in a business</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Indicate one basic economic need of South Dakotans</li> <li>Indicate that a business can make a profit</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend to a presentation on economic needs of South Dakotans</li> <li>Participate in a presentation on profit</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one

	setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 5<sup>th</sup> Grade**

### **U.S. History**

**Goal 1: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes.	5.A.US.1.1. Students will identify one characteristic of one Native American tribe.
5.US.1.2. Students are able to identify key early American explorers and their accomplishments.	5.A.US.1.2. Students are able to identify a key explorer of early America.
5.US.1.3. Students are able to identify influential people and key events during the American Revolution.	5.A.US.1.3. Students are able to identify one influential person of the American Revolution.
5.US.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.	5.A.US.1.4. Students will identify one invention that influenced the growth of the U.S. between the Revolution and 1865.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.	5.A.US.2.1. Students are able to identify a reason that led to the development of colonial America.
5.US.2.2. Students are able to describe the political relationship between the colonies and England.	5.A.US.2.2. Students will recognize the relationship between the colonies and England.
5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.	5.A.US.2.3. Students will identify the North as non-slave states and the South as slave states.

### **South Dakota Fifth Grade U.S. History Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b> <i>(continued)</i>	<ul style="list-style-type: none"><li>• Select and describe one characteristic of a Native American tribe.</li><li>• Identify a reason of why a key explorer would come to America.</li></ul>

	<ul style="list-style-type: none"> <li>• Give an explanation about one influential person of the American Revolution.</li> <li>• Be able to match an invention with the inventor that influenced the growth of the U.S. between the Revolution and 1865.</li> <li>• Discuss one reason that led to the development of colonial American.</li> <li>• Outline the major political differences between the colonies and England.</li> <li>• Relate slavery to a cause of the Civil War.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify one characteristic of one Native American tribe.</li> <li>• Identify a key explorer of early America.</li> <li>• Identify one influential person of the American Revolution.</li> <li>• Identify one invention that influenced the growth of the U.S. between the Revolution and 1865.</li> <li>• Identify a reason that led to the development of colonial America.</li> <li>• Recognize the relationship between the colonies and England.</li> <li>• Identify the North as non-slave states and that the South as slave states.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize one characteristic of one Native American tribe.</li> <li>• Recognize a key explorer of early America.</li> <li>• Recognize one influential person of the American Revolution.</li> <li>• Explore a model of an invention that influenced the growth of the U.S. between the Revolution and 1865.</li> <li>• Explore a model of one aspect of colonial America.</li> <li>• Recognize that the colonies and England were not friendly to each other.</li> <li>• Identify that the South had slaves.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to presentation on a Native American tribe.</li> <li>• Attend/respond to presentation of key explorer(s) of early America.</li> <li>• Attend/respond to presentation of one influential person of the American Revolution.</li> <li>• Attend/respond a presentation of an early invention.</li> <li>• Attend/respond to presentation about colonial America.</li> <li>• Attend/respond to presentation about the relationship between the colonies and England.</li> <li>• Attend/respond to presentation about slaves.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# WORLD HISTORY

**Goal 2: Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

General Education Standards	Alternate Content Standards
5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact.	5.A.W.1.1. Students will identify an effect of European exploration.
5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict.	5.A.W.1.2. Students will identify how trade with other countries impacted the United States.

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

General Education Standards	Alternate Content Standards
5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.	5.A.W.2.1. N/A

## South Dakota Fifth Grade World History Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Discuss an effect of European exploration.</li> <li>Discuss how trade with other countries impacted the United States.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Identify an effect of European exploration.</li> <li>Identify how trade with other countries impacted the United States.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Recognize an effect of European exploration.</li> <li>Recognize how trade with other countries impacted the United States.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend/respond on a presentation European exploration.</li> <li>attend/respond on a presentation on trade with other countries and how it impacted the United States</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.

<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.
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## GEOGRAPHY

**Goal 3: Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe. <ul style="list-style-type: none"> <li>Compare absolute location to relative location</li> </ul>	5.A.G.1.1. Students will identify longitude and latitude on a map.
5.G.1.2. Students are able to compare maps of different types and scales. <ul style="list-style-type: none"> <li>Interpret information using appropriate maps.</li> </ul>	5.A.G.1.2. Students will identify a product map and a road map.

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.	5.A.G.2.1. Students will identify how geography influenced the way Native Americans or settlers built their homes.
5.G.2.2. Students are able to explain explorers' discoveries in the New World.	5.A.G.2.2. Students will identify an explorer's discoveries.

### South Dakota Fifth Grade Geography Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Locate a point at which longitude and latitude lines intersect.</li> <li>Create a product or a road map.</li> <li>Create a model of homes suitable to a climates.</li> <li>Give an example of explorers' discoveries.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Identify longitude and latitude on a map.</li> <li>Identify a product map and a road map.</li> <li>Identify how geography influenced the way Native Americans or settlers built their homes.</li> <li>Identify an explorer's discoveries.</li> </ul>



<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify line of latitude or longitude.</li> <li>• Identify symbols on a product map and or road map</li> <li>• Explore types of Native American or settlers homes</li> <li>• Identify an explorer</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Identify a line on a map</li> <li>• Explore a product or a road map</li> <li>• Attend to a presentation about how geography influenced the way Native Americans or settlers built their homes.</li> <li>• Attend to a presentation about explorers.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **CIVICS (GOVERNMENT)**

**Goal 4: Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
5.C.1.1. Students are able to define basic differences between various forms of government.	5.A.C.1.1. Students will identify the United States as a democracy.
5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.	5.A.C.1.2. Students will identify the leader of the United States.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
5.C.2.1. Students are able to describe how volunteerism helped develop the United States.	5.A.C.2.1. Students will communicate how to volunteer.

## South Dakota Fifth Grade Civics (Government) Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>Model a democracy in action.</li> <li>State the name of the President.</li> <li>Give examples of volunteerism in the community.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>Identify the United States as a democracy.</li> <li>Identify the leader of the United States.</li> <li>Communicate how to volunteer.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>Participate in a demonstration of democracy.</li> <li>Recognize that the United States has a President .</li> <li>Recognize an example of a person volunteering in the community.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>Attend to a presentation on democracy.</li> <li>Attend to a presentation on the role of the President.</li> <li>Attend to a presentation on how to become a volunteer.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## ECONOMICS

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

General Education Standards	Alternate Content Standards
5.E.1.1. Students are able to describe the role of trading in early United States history.	5.A.E.1.1. Students are able to identify one example of trading in early United States history.
5.E.1.2. Students are able to describe examples of various institutions that make up economic systems.	5.A.E.1.2. Students are able to recognize the purpose of banks in an economic system.
5.E.1.3. Students are able to describe key economic events prior to 1865 leading to the expansion of territories in the United States.	5.A.E.1.3. Students are able to recognize an event that led to the expansion of the United States.

### South Dakota Fifth Grade Economics Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify two examples of trading in early United States history.</li> <li>• Identify the purpose of banks in an economic system.</li> <li>• Identify one event that led to the expansion of United States</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• To identify one example of trading in early United States history.</li> <li>• To recognize the purpose of banks in an economic system.</li> <li>• To recognize an event that led to the expansion of the United States.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Participate in a demonstration of trading</li> <li>• Identify a bank</li> <li>• Recognizes that the United States expanded</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attends to a presentation of trading</li> <li>• Responds to a presentation about banks</li> <li>• Attend to the presentation about the expansion of United States</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 6<sup>th</sup> Grade**

### **U.S. HISTORY**

**Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

*Note: Mastery is not expected at this grade level.*

### **WORLD HISTORY**

**Goal 2: Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
6.W.1.1. Students are able to explain the development of society during the Stone Age.	6.A.W.1.1. Students are able to identify a characteristic of a society during the Stone Age.
6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.	6.A.W.1.2. Students are able to identify a characteristic of a River Valley civilization.
6.W.1.3. Students are able to explain the development of Mediterranean civilizations.	6.A.W.1.3. Students are able to identify a characteristic of a Mediterranean civilization.
6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.	6.A.W.1.4. Students are able to identify a characteristic of a Middle Eastern civilization.
6.W.1.5. Students are able to explain the development of the African empires.	6.A.W.1.5. Students are able to identify a characteristic of an African empire.
6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.	6.A.W.1.6. Students are able to identify a characteristic of Mesoamerican/Andean empires.

6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.	6.A.W.1.7. Students are able to identify a characteristic of the Middle Ages.
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**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

General Education Standards	Alternate Content Standards
6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.	6.A.W.2.1. Students are able to identify a change in the Stone Age society due to the agricultural revolution.
6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.	6.A.W.2.2. Students are able to identify one cultural contribution of a River Valley civilization.
6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.	6.A.W.2.3. Students are able to identify one cultural contribution of a Mediterranean civilization.
6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.	6.A.W.2.4. Students are able to identify one cultural contribution of a Middle Eastern civilization.
6.W.2.5. Students are able to identify the cultural contributions of the African empires.	6.A.W.2.5. Students are able to identify one cultural contribution of an African empire.
6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.	6.A.W.2.6. Students are able to identify one cultural contribution of a Mesoamerican/Andean Empire.
6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.	6.A.W.2.7. Students are able to identify one cultural contribution of the Middle Ages.

**South Dakota Sixth Grade World History Alternate Achievement Descriptors**

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify characteristics of a society during the Stone Age.</li> <li>• Identify characteristics of a River Valley civilization.</li> <li>• Identify characteristics of a Mediterranean civilization.</li> <li>• Identify characteristics of a Middle Eastern civilization.</li> <li>• Identify characteristics of an African empire.</li> <li>• Identify characteristics of Mesoamerican/Andean empires.</li> <li>• Identify characteristics of the middle Ages.</li> <li>• Identify two changes in the Stone Age society do to the agricultural revolution.</li> <li>• Identify two contributions of the River Valley civilization.</li> <li>• Identify two cultural contributions of the Mediterranean civilization.</li> <li>• Identify two cultural contributions of the Middle Eastern civilization.</li> <li>• Identify two cultural contributions of the African empire.</li> <li>• Identify two cultural contributions of the Mesoamerican/Andean Empire.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify two cultural contributions of the middle Ages.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify a characteristic of a society during the Stone Age.</li> <li>• Identify a characteristic of a River Valley civilization.</li> <li>• Identify a characteristic of a Mediterranean civilization.</li> <li>• Identify a characteristic of a Middle Eastern civilization.</li> <li>• Identify a characteristic of an African empire.</li> <li>• Identify a characteristic of Mesoamerican/Andean empires.</li> <li>• Identify a characteristic of the middle Ages.</li> <li>• Identify a change in the Stone Age society do to the agricultural revolution.</li> <li>• Identify one cultural contribution of the River Valley civilization.</li> <li>• Identify one cultural contribution of the Mediterranean civilization.</li> <li>• Identify one cultural contribution of the Middle Eastern civilization.</li> <li>• Identify one cultural contribution of the African empire.</li> <li>• Identify one cultural contribution of the Mesoamerican/Andean Empire.</li> <li>• Identify one cultural contribution of the middle Ages.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore the Stone Age.</li> <li>• Explore River Valley civilizations.</li> <li>• Explore Mediterranean civilizations.</li> <li>• Explore Middle Eastern civilizations.</li> <li>• Explore African empires.</li> <li>• Explore Mesoamerican/Andean empires.</li> <li>• Explore the middle Ages.</li> <li>• Explore the Stone Age.</li> <li>• Explore River Valley civilizations.</li> <li>• Explore Mediterranean civilizations.</li> <li>• Explore Middle Eastern civilizations.</li> <li>• Explore African empires.</li> <li>• Explore Mesoamerican/Andean empires.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend to a presentation on the Stone Age.</li> <li>• Attend to a presentation on River Valley civilizations.</li> <li>• Attend to a presentation on Mediterranean civilizations.</li> <li>• Attend to a presentation on Middle Eastern civilizations.</li> <li>• Attend to a presentation on African empires.</li> <li>• Attend to a presentation on Mesoamerican/Andean empires.</li> <li>• Attend to a presentation on the middle Ages.</li> <li>• Attend to a presentation on the Stone Age.</li> <li>• Attend to a presentation on River Valley civilizations.</li> <li>• Attend to a presentation on Mediterranean civilizations.</li> <li>• Attend to a presentation on Middle Eastern civilizations.</li> <li>• Attend to a presentation on African empires.</li> <li>• Attend to a presentation on Mesoamerican/Andean empires.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **GEOGRAPHY**

**Goal 3 – Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.**

*Note: Mastery is not expected at this grade level.*

## **Civics (Government)**

**Goal 4: Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
6.C.1.1. Students are able to relate forms of governments to their civilizations.	6.A.C.1.1. Students are able to identify a form of government.
6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.	6.A.C.1.2. Students are able to identify one event that changed civilization.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.	6.A.C.2.1. Students are able to identify a right of a U.S. citizen today.

**South Dakota Sixth Grade Civics (Government) Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"><li>• Identify forms of government.</li><li>• Identify events that changed civilization.</li><li>• Identify a right and responsibility of a U.S. citizen today.</li></ul>
<b>Applying</b>	<ul style="list-style-type: none"><li>• Identify a form of government.</li><li>• Identify one event that changed civilization.</li><li>• Identify a right of a U.S. citizen today.</li></ul>
<b>Developing</b>	<ul style="list-style-type: none"><li>• Identify a role of government.</li><li>• Identify a change in civilization.</li><li>• Identify your rights within the classroom.</li></ul>
<b>Introducing</b>	<ul style="list-style-type: none"><li>• Attend/respond to the basic roles of government.</li><li>• Respond to a presentation on changes in the community.</li><li>• Respond to a vote on classroom rules using assistive technology.</li></ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
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<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

**Economics**

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
6.E.1.1. Students are able to explain societies' attempts to satisfy their basic needs and wants by utilizing resources.	6.A.E.1.1. Students are able to identify basic needs and wants of a society.



6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.	6.A.E.1.2. Students are able to identify a basic historic economic system.
6.E.1.3. Students are able to identify the effects of economic systems on society.	6.A.E.1.3. Students are able to identify a current economic system.

### South Dakota Sixth Grade Economics Alternate Achievement Descriptors

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify an attempt of society to satisfy their basic needs and wants.</li> <li>• Identify a basic economic system through the middle Ages.</li> <li>• Identify an effect of economic system on society.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify basic wants and needs of a society.</li> <li>• Identify a basic historic economic system.</li> <li>• Identify a current economic system.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize basic wants and needs.</li> <li>• Recognize bartering as an economic system.</li> <li>• Recognize an economic system.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to a discussion on personal wants and needs using assistive technology.</li> <li>• Respond to a presentation on historic economic systems using assistive technology.</li> <li>• Respond to a presentation on economic systems using assistive technology.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 7<sup>th</sup> Grade**

### **U.S. HISTORY**

**Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

*Note: Mastery is not expected at this grade level.*

### **WORLD HISTORY**

**Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

*Note: Mastery is not expected at this grade level.*

### **Geography**

**Goal 3: Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.	7.A.G.1.1. Students are able to locate information when given the appropriate resources, data services, and geographic tools.
7.G.1.2. Students are able to apply location, direction, size, and/or shape to maps.	7.A.G.1.2. Students are able to identify a location on a map.
7.G.1.3. Students are able to identify characteristics of various locations, places, and regions.	7.A.G.1.3. Students are able to identify a characteristic of a given location.
7.G.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations.	7.A.G.1.4. Students are able to identify a reason for variation in a population distribution.

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
7.G.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns.	7.A.G.2.1. Students are able to identify a natural environmental change.
7.G.2.2. Students are able to identify how humans impact and are affected by the natural environment.	7.A.G.2.2. Students are able to identify one way humans affect the natural environment.
7.G.2.3. Students are able to describe the impact of the natural environment on settlement patterns.	7.A.G.2.3. Students are able to identify one impact of the natural environment on settlement patterns.
7.G.2.4. Students are able to identify how human migration impacts politics, the environment, and regions.	7.A.G.2.4. Students are able to identify how human migration impact regions.

**South Dakota Seventh Grade Geography Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify information when given appropriate resources, data services, and geographic tools.</li> <li>• Identify size and location on a map.</li> <li>• Identify characteristics of a location.</li> <li>• Explain a reason for variation in a population distribution.</li> <li>• Identify natural environmental changes.</li> <li>• Identify how humans affect the natural environment.</li> <li>• Identify reasons why physical features attract people to different regions.</li> <li>• Identify how human migration impacts the environment and regions.</li> </ul>
<b>Applying</b> <i>(continued)</i>	<ul style="list-style-type: none"> <li>• Locate information when given the appropriate resource.</li> <li>• Identify a location on a map.</li> <li>• Identify a characteristic of a given location.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify a reason for variation in population distribution.</li> <li>• Identify a natural environmental change.</li> <li>• Explore one way humans affect the natural environment.</li> <li>• Identify one impact of the natural environment on settlement patterns.</li> <li>• Identify how human migration impact regions.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify appropriate resources, data services, and geographic tools.</li> <li>• Identify a map.</li> <li>• Identify a given location.</li> <li>• Identify population distribution.</li> <li>• Identify one aspect of the natural environment.</li> <li>• Recognize one way you affect your natural environment.</li> <li>• Identify one aspect of settlement patterns.</li> <li>• Identify human migration.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Explore resources, data services, and geographic tools.</li> <li>• Explore maps.</li> <li>• Explore characteristics of locations.</li> <li>• Explore variations in population distribution.</li> <li>• Explore the natural environmental changes.</li> <li>• Explore ways humans affect the natural environment.</li> <li>• Explore impacts of the natural environment on settlement patterns.</li> <li>• Explore human migration.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **CIVICS (GOVERNMENT)**

**Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
7.C.1.1. Students are able to describe how government impacts the characteristics of place.	7.A.C.1.1. Students are able to identify an impact of government.

7.C.1.2. Students are able to identify historical events that impacted individual governments.	7.A.C.1.2. Students are able to identify a historical event.
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**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
7.C.2.1. Students are able to describe how citizens impact social and political issues.	7.A.C.2.1. Students are able to identify one social or political issue.

**South Dakota Seventh Grade Civics (Government) Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify one impact of the government on a place.</li> <li>• Identify an historical event that impacted a government</li> <li>• Identify an example of a citizen impacting social and/or political issues.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify an impact of government.</li> <li>• Identify a historical event.</li> <li>• Identify one social or political issue.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify an impact of the classroom rules.</li> <li>• Identify a prior classroom event.</li> <li>• Identify a classroom issue.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Explore the classroom rules.</li> <li>• Explore a past classroom event on a power point.</li> <li>• Respond to classroom issue by vote using assistive technology.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **Economics**

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities.	7.A.E.1.1. Students are able to select a resource that provides for human activity.
7.E.1.2. Students are able to describe how economic activity affects standard of living.	7.A.E.1.2. Students are able to identify an economic activity that affects the standard of living.
7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.	7.A.E.1.3. Students are able to identify an advantage of international trade.
7.E.1.4. Students are able to describe how technology affects the economic development of places and regions.	7.A.E.1.4. Students are able to identify how technology aids in the economic development.
7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.	7.A.E.1.5. Students are able to identify an economic system.

### **South Dakota Seventh Grade Economics Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Select a resource that provides or challenges human activities.</li> <li>• Identify an economic activity that increases the standard of living.</li> <li>• Identify an advantage and a disadvantage of international trade.</li> <li>• Explore how technology aids in economic development.</li> <li>• List a characteristic of an economic system.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Select a resource that provides for human activity.</li> <li>• Identify an economic activity that affects the standard of living.</li> <li>• Identify an advantage of international trade.</li> <li>• Identify how technology aids in economic development.</li> <li>• Identify an economic system.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify a resource.</li> <li>• Identify an economic activity.</li> <li>• Recognize international trade.</li> <li>• Recognize economic development.</li> <li>• Identify an element of an economic system.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to a presentation on resources using assistive technology.</li> <li>• Attend and respond to a demonstration of an economic activity using assistive technology.</li> <li>• Respond to a presentation on international trade using assistive technology.</li> <li>• Respond (using assistive technology) to a presentation on different types of technology.</li> <li>• Attend and respond to a presentation on economic systems using assistive technology.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# **SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS**

## **Social Studies 8<sup>th</sup> Grade**

### **U.S. History**

**Goal 1: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze the U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
8.US.1.1. Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.	8.A.US.1.1. Students are able to identify events of the American Revolution.
8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.	8.A.US.1.2. Students are able to identify westward expansion in the United States.
8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.	8.A.US.1.3. Students are able to identify events of the Civil War.
8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.	8.A.US.1.4. Students are able to identify a change during Reconstruction.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.	8.A.US.2.1. Students are able to identify an impact of the American Revolution on America.
8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.	8.A.US.2.2. Students are able to identify an impact on culture of the westward expansion.
8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.	8.A.US.2.3. Students are able to identify an impact of the Civil War on American culture.
8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.	8.A.US.2.4. Students are able to identify a cultural issue in the U.S. during Reconstruction.



### South Dakota Eighth Grade U.S. History Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify events and outcomes of the American Revolution.</li> <li>• Identify westward expansion and a reform movement in the United States.</li> <li>• Identify the events and outcomes of the Civil War.</li> <li>• Identify political changes during Reconstruction.</li> <li>• Identify an impact of the American Revolution on American philosophies.</li> <li>• Identify and impact on culture the westward expansion and a reform movement.</li> <li>• Identify an impact of the Civil War on American culture and philosophies.</li> <li>• Identify the cultural issues in the U.S. during Reconstruction.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify events of the American Revolution.</li> <li>• Identify westward expansion in the United States.</li> <li>• Identify events of the Civil War.</li> <li>• Identify a change during Reconstruction.</li> <li>• Identify an impact of the American Revolution on America.</li> <li>• Identify an impact on culture of the westward expansion.</li> <li>• Identify an impact of the Civil War on American culture.</li> <li>• Identify a cultural issue in the U.S. during Reconstruction.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore events of the American Revolution.</li> <li>• Explore westward expansion in the United States.</li> <li>• Explore events of the Civil War.</li> <li>• Explore a change during Reconstruction.</li> <li>• Explore an impact of the American Revolution on America.</li> <li>• Explore the cultural impacts of the westward expansion.</li> <li>• Explore the impact of the Civil War on American culture.</li> <li>• Explore a cultural issue in the U.S. during Reconstruction.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend to a presentation on events of the American Revolution.</li> <li>• Attend to a presentation on westward expansion in the United States.</li> <li>• Attend to a presentation on events of the Civil War.</li> <li>• Attend to a presentation on change during Reconstruction.</li> <li>• Attend to a presentation on an impact of the American Revolution on America.</li> <li>• Attend to a presentation on the cultural impacts of the westward expansion.</li> <li>• Attend to a presentation on impacts of the Civil War on American culture.</li> <li>• Attend to a presentation on cultural issues in the U.S. during Reconstruction.</li> </ul>

Continuum of frequency, setting, and support.	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings

	without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## WORLD HISTORY

**Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

*Note: Mastery is not expected at this grade level.*

## GEOGRAPHY

**Goal 3 – Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

*Note: Mastery is not expected at this grade level.*

**Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.**

*Note: Mastery is not expected at this grade level.*

## CIVICS (GOVERNMENT)

**Goal 4: Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
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8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.	8.A.C.1.1. Students are able to identify one part of the government that was adopted by the Constitutional Convention.
8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.	8.A.C.1.2. Students are able to identify the roles of government during Westward Expansion.
8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.	8.A.C.1.3. Students are able to identify the Articles of Confederation.
8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.	8.A.C.1.4. Students are able to identify an impact of the Civil War on the United States government.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.	8.A.C.2.1. Students are able to identify one fundamental liberty and right.

**South Dakota Eighth Grade Civics (Government) Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify the three branches of government that were adopted by the Constitutional Convention.</li> <li>• Identify the relationship of government to citizens and groups during Westward Expansion.</li> <li>• Identify a problem of the government under the Articles of Confederation.</li> <li>• Identify the impacts of the Civil War on the United States government.</li> <li>• Identify five fundamental liberties and rights.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify one part of the government that was adopted by the Constitutional Convention.</li> <li>• Identify the roles of government during Westward Expansion.</li> <li>• Identify the Articles of Confederation.</li> <li>• Identify an impact of the Civil War on the United States government.</li> <li>• Identify one fundamental liberty and right.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify the purpose of the Constitutional Convention.</li> <li>• Recognize a role of government during Westward Expansion.</li> <li>• Recognize the Articles of Confederation.</li> <li>• Identify an impact of the Civil War.</li> <li>• Identify one fundamental liberty or right.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to questions regarding presentation of Constitutional Convention using assistive technology.</li> <li>• Respond to a presentation about Westward Expansion.</li> <li>• Respond to a presentation regarding the Articles of Confederation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore impacts of the Civil War.</li> <li>• Explore classroom rights.</li> </ul>
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<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **ECONOMICS**

**Goal 5: Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
8.E.1.1. Students are able to identify economic support for America	8.A.E.1.1. Students are able to identify a type of economic support.
8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain.	8.A.E.1.2. Students are able to identify an economic reason for migration.
8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America.	8.A.E.1.3. Students are able to recognize an impact of technological advancements.
8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.	8.A.E.1.4. Students are able to recognize an economic effect of a national conflict

### **South Dakota Eighth Grade Economics Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify a type of economic support America received during a conflict.</li> <li>• Identify an economic reason that caused people to move west.</li> <li>• Recognize an impact of a technological advancement in the mid-1800's in America.</li> <li>• Recognize an economic effect of Reconstruction in the United States.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify a type of an economic support.</li> <li>• Identify an economic reason for migration.</li> <li>• Recognize an impact of technological advancements.</li> <li>• Recognize an economic effect of a national conflict.</li> </ul>

<b>Developing</b>	<ul style="list-style-type: none"> <li>• Identify economic support.</li> <li>• Identify a personal economic reason for moving.</li> <li>• Recognize a technological advancement.</li> <li>• Recognize an economic effect of a conflict.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to a question on economic support with the use of assistive technology.</li> <li>• Respond to a discussion on economic reasons for personal relocation with the use of assistive technology.</li> <li>• Explore different types of personal technology.</li> <li>• Respond to a presentation on economic effects of conflict using assistive technology.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# SOUTH DAKOTA ALTERNATE ACADEMIC CONTENT AND ACHIEVEMENT STANDARDS

## Social Studies High School

### U.S. HISTORY

**Goal 1: Students will understand the emergence and development of civilizations and cultures within the United States over time and place.**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

General Education Standards	Alternate Content Standards
9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.	9-12.A.US.1.1. Students are able to recognize timeline from Reconstruction to the present.
9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.	9-12.A.US.1.2. Not Applicable

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

General Education Standards	Alternate Content Standards
9-12.US.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.	9-12.A.US.2.1. Students will recognize one Native American interaction with U.S. government.
9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.	9-12.A.US.2.2. Students will recognize one group or movement that affected U.S. history.
9-12.US.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.	9-12.A.US.2.3. Students will identify one group that influenced the settlement of South Dakota.

### South Dakota High School U.S. History Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>  <i>(continued)</i>	<ul style="list-style-type: none"><li>• Be able to identify two events that occurred during the Reconstruction to the present from a timeline.</li><li>• Identify two interactions between Native Americans and U.S. government.</li><li>• Recognize two groups and/or movements that affected U.S. history.</li></ul>

	<ul style="list-style-type: none"> <li>• Identify two groups that influenced the settlement of South Dakota.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Recognize a timeline from Reconstruction to the present.</li> <li>• Recognize one Native American interaction with U.S. government.</li> <li>• Recognize one group or movement that affected U.S. history.</li> <li>• Identify one group that influenced the settlement of South Dakota.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore sequence of events using a timeline.</li> <li>• Explore difference between Native American Culture and United States Culture.</li> <li>• Explore movements or groups that affected U.S. history.</li> <li>• Explore different groups that influenced the settlement of South Dakota.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend and respond to a presentation or an activity dealing with a timeline.</li> <li>• Attend and respond to a presentation or activity about Native American relationships with the U.S. government.</li> <li>• Attend and respond to a presentation or activity on a movement or group that affected U.S. history.</li> <li>• Attend and respond to a presentation on the settlement of South Dakota.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## WORLD HISTORY

**Goal 2: Students will understand the emergence and development of world civilizations and cultures over time and place.**

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.	9-12.A.W.1.1. Students are able to recognize a timeline from the Renaissance to the present.

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.	9-12.A.W.2.1. Students are able to recognize one representation of world cultures.

### **South Dakota High School World History Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Be able to identify two events that occurred during the Renaissance to the present from a timeline.</li> <li>• Identify two representations of world cultures.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Recognize a timeline from the Renaissance to the present.</li> <li>• Recognize one representation of world cultures.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore sequence of events using a timeline.</li> <li>• Explore representations of world cultures.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend and respond to a presentation or activity on a timeline from the Renaissance to the present.</li> <li>• Attend and respond to a presentation or activity on world cultures.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **GEOGRAPHY**

**Goal 3: Students will understand the interrelationships of people, places, and the environment.**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.	9-12.A.G.1.1. Students are able to identify resources and geographic tools.



9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.	9-12.A.G.1.2. Students are able to recognize geographic representation of places and events.
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**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

General Education Standards	Alternate Content Standards
9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.	9-12.A.G.2.1. Students are able to identify human settlement patterns.
9-12.G.2.2. Students are able to explain how humans interact with their environment.	9-12.A.G.2.2. Students are able to identify humans interacting with their environment.
9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.	9-12.A.G.2.3. Students are able to identify one way human migration affects community.
9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.	9-12.A.G.2.4. Students are able to recognize cultural geography.

**South Dakota High School Geography Alternate Achievement Descriptors**

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Use resources and geographic tools.</li> <li>• Use geographic representation of places and events.</li> <li>• Give an example of human settlement pattern.</li> <li>• Find an example of humans interacting with their environment.</li> <li>• Give an example of human migration.</li> <li>• Give an example on how geography affects people's culture.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify resources and geographic tools.</li> <li>• Recognize geographic representation of places and events.</li> <li>• Identify human settlement patterns.</li> <li>• Identify humans interacting with their environment.</li> <li>• Identify one way human migration affects community.</li> <li>• recognize cultural geography</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Be able to explore resources and geographic tools.</li> <li>• Explore geographic representation of places and events.</li> <li>• Explore human settlement patterns.</li> <li>• Explore ways in which people interact with their environment.</li> <li>• Explore human migration.</li> <li>• Explore cultural geography.</li> </ul>
<b>Introducing</b> (continued)	<ul style="list-style-type: none"> <li>• Attend and respond to a presentation on the use of resources and geographic tools.</li> <li>• Attend and respond to a presentation on geographic representation of places</li> </ul>

	and events. <ul style="list-style-type: none"> <li>• Attend and respond to a presentation on human settlement patterns.</li> <li>• Attend and respond to a presentation on human interaction.</li> <li>• Attend and respond to a presentation on human migration.</li> <li>• Attend and respond to a presentation on cultural geography.</li> </ul>
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<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## **CIVICS (GOVERNMENT)**

**Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
9-12.C.1.1. Students are able to explain the characteristics of various forms of government.	9-12.A.C.1.1. Students are able to identify one component of any level of the US government.
9-12.C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.	9-12.A.C.1.2. Students will recognize the ideals of the US government.
9-12.C.1.3. Students are able to identify the principles of the American Constitution.	9-12.A.C.1.3. Students are able to identify basic US Constitutional rights in their school and community.
9-12.C.1.4. Students are able to explain the principles of American democracy.	9-12.A.C.1.4. Students are able to make individual and group choices.
9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.	9-12.A.C.1.5. Students will recognize their local government.
9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.	9-12.A.C.1.6. Not Applicable

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.	<b>9-12.A.C.2.1. Students are able to participate in one citizenship activity.</b>
9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.	<b>9-12.A.C.2.2. Students are able to identify a constitutional right that affects them.</b>
9-12.C.2.3. Students are able to describe the process of naturalization.	<b>9-12.A.C.2.3. Not Applicable – Refer to 9-12.A.C 2.1</b>

**South Dakota High School Geography Alternate Achievement Descriptors**

<b>Levels</b>	<b>Descriptors</b>
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify two components of any level of the US government.</li> <li>• Identify an ideal of the US government.</li> <li>• Recognize their basic US Constitutional Rights.</li> <li>• Identify school or community voting rights.</li> <li>• Identify people in their local government.</li> <li>• Identify citizenship activities in their community and school.</li> <li>• Identify two rights guaranteed by the Bill of Rights.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify one component of any level of the US government.</li> <li>• Recognize the ideals of the US government.</li> <li>• Identify basic US Constitutional rights in their school and community.</li> <li>• Make individual and group choices based on principles of democracy.</li> <li>• Recognize their local government.</li> <li>• Participate in one citizenship activity.</li> <li>• Identify a constitutional right that affects them.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize school rules.</li> <li>• Explore the ideals of the US government through their life.</li> <li>• Identify basic US Constitutional rights in their classroom.</li> <li>• Explore principles of democracy.</li> <li>• Explore their local government.</li> <li>• Explore citizenship activities.</li> <li>• Explore rights guaranteed by the Bill of Rights.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend and respond to a presentation or activity on a level of the US government.</li> <li>• Attend and respond to presentation or activity on the ideals of the US government.</li> <li>• Attend and respond to a presentation or activity on basic US Constitutional rights.</li> </ul>
<i>(continued)</i>	<ul style="list-style-type: none"> <li>• Attend and respond to an activity dealing with individual and group choices</li> </ul>

	based on principles of democracy. <ul style="list-style-type: none"> <li>• Attend and respond to a presentation on local government.</li> <li>• Attend and respond to citizenship activities or presentation.</li> <li>• Attend and respond to a presentation or activity on the Bill of Rights.</li> </ul>
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<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
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## ECONOMICS

**Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>General Education Standards</b>	<b>Alternate Content Standards</b>
9-12.E.1.1. Students are able to compare the characteristics of the world’s traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]	9-12.A.E.1.1. Students would be able to determine self-interest in relation to a market economy.
9-12.E.1.2. Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]	9-12.A.E.1.2. Students are able to identify supply and demand.
9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]	9-12.A.E.1.3. Students are able to recognize the monetary system.
9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]	9-12.A.E.1.4. Students are able to identify two job rules which will affect their employment.
9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]	9-12.A.E.1.5. Students are able to find an example of a graph that shows current economic change.

9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]	9-12.A.E.1.6. Students are able to identify one basic aspect of trade.
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### South Dakota High School Economics Alternate Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Be able to identify a buyer and seller in relation to a market economy.</li> <li>• Be able to identify the effects of supply and demand on production.</li> <li>• Be able to give examples of how the monetary system affects their lives.</li> <li>• Be able to identify one US work laws that will affect their employment.</li> <li>• Use charts and graphs to show economic change.</li> <li>• Give two examples of how trade affects their community.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Students would be able to determine self-interest in relation to a market economy.</li> <li>• Be able to identify supply and demand.</li> <li>• Recognize the monetary system.</li> <li>• Be able to identify two job rules which will affect their employment.</li> <li>• Find an example of a graph that shows current economic change.</li> <li>• Identify one basic aspect of trade.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Explore self-interest in relation to a market economy.</li> <li>• Be able to explore the basics of supply and demand.</li> <li>• Recognize the monetary system in their environment.</li> <li>• Identify the rules for a job.</li> <li>• Identify pictorial/tactile representations on economic change.</li> <li>• Recognize one basic aspect of trade.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend and respond to a presentation or activity on self-interest in relation to a market economy.</li> <li>• Attend and respond to a presentation on supply and demand.</li> <li>• Students will attend and respond to a presentation or activity on the monetary system.</li> <li>• Attend and respond to a presentation or activity on the rules for a job.</li> <li>• Attend and respond to a presentation or activity using pictorial/tactile representation on economic change.</li> <li>• Attend and respond to a presentation or activity on basic aspect of trade.</li> </ul>

Continuum of frequency, setting, and support.	
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